



Level 3

<b>Suitable for:</b>	young learners aged 7–9 years who have completed 200–300 hours of study in English
<b>Type of English:</b>	American
<b>Headwords:</b>	up to 1000
<b>Words per page:</b>	up to 50
<b>Key grammar:</b>	Past simple and continuous, verb + infinitive, type 2 conditional.

**Summary of the story**

Peter lives in the country with his grandfather. His grandfather tells Peter not to play in the meadow because a wolf lives in the forest. But Peter goes into the meadow. He leaves the gate open and the duck goes too. Peter goes to the meadow to play, with the duck, bird and cat. The wolf comes out of the forest into the meadow and eats the duck. Peter is brave and, with the help of the cat and bird, he catches the wolf. Hunters help him put the wolf into a cage. Grandfather is very surprised when he sees what Peter has done.

**Background to the story**

The original story was written in Russian. It was set to music by Sergei Prokofiev, and first performed in 1954. The music uses different instruments and tunes for each of the characters, for example, the bird is a flute. It helps children to learn the different sounds of instruments in an orchestra.

**Topics and themes**

**Animals** Animals in the story are: cat, bird, duck and wolf. Which animals are friendly? Do pupils know other stories with wolves in (Little Red Riding Hood is an example). Can the pupils find out about wolves in Russia? Have they seen one?

**The Country** In the story, Peter lives in the

country. What is in the pictures, which tells us it is the country? (trees, pond, fields, animals). What is it like to live there? There is space to play but perhaps Peter is lonely.

**Music** The music *Peter and the Wolf* by Prokofiev is very famous. It provides a good opportunity for the children to hear an orchestra and the different instruments, which represent the duck, bird, wolf grandfather, Peter and the hunters. Pupils can follow the story through the music.

**Family** Peter lives with his grandfather. Ask the pupils to talk about their grandparents. What names do they call them? English names are grandma, grandpa, nanny, granny and granddad.

**Nature** Hunting (which means chasing an animal to kill it, usually for food) is common in nature. In the story animals hunt. The cat wants to hunt the bird, for fun. The wolf hunts because he is hungry. The hunters hunt because the wolf is dangerous. The pupils may like to make food chains (for example, caterpillar, bird, cat etc) collecting pictures to make a long line along the wall. Older pupils may like to talk about how they feel about animals which kill for food.

**Making use of the Reader**

**Newspaper Article** Help pupils to write a newspaper article about the capture of the wolf. Divide the class into groups of four or more. Two people in each group will be Peter and the

grandfather, and the other members will ask them questions. The activity allows practice of the question words why?, where?, what?, how? Examples of questions are: What did you do, Peter? Why were you angry, Grandfather? What happened when you saw the wolf? Peter, why did you go into the meadow? Then as a class-led activity, the teacher asks each group for one question and answer, which goes up on the board. Then the whole class makes up a headline; for example, 'Brave boy captures the wolf'. The final article can be written out and a picture added.

**At the Zoo** This is a memory game, for a warmer, or to re-visit the story. First, everyone decides the order of the characters (animals and people) in order of size. This can be put on the board, or – to make a longer project – can be drawings or cut-outs, made in earlier lessons. Then you start with; 'I am a bird. I like eating...' (choose something, e.g. cheese). The next person repeats what the first person said, then adds a line 'I am a cat, I like eating ...' e.g. meat. Everyone has a turn. For large groups repeat from the beginning ('I am the second bird') etc.

### Using the accompanying audio

**While-listening activity** Once the pupils have read the book, elicit all the words for colors and write them in a list on the board. Now play the audio. Pupils should put up their hands when they hear a color word. You could put a tick against the word on the board. For large classes, groups can be divided by color. Pupils can tick off their own paper lists, by themselves or with a partner.

**While-listening activity** Once the pupils have read the story, elicit the names of the main characters: The bird, duck, cat, wolf, Peter, his grandfather and the hunters. Write the following speeches on the board and ask the pupils if they can remember who said each one:

- 1 'Why must you walk to the pond' (Bird)
- 2 'You don't know how to swim' (Duck)
- 3 'If a wolf comes out of the forest, what would you do' (Grandfather)
- 4 'You can help me, but you must be careful.' (Peter)

- 5 'I'm not afraid of the hunters.' (Wolf)
- 6 'Your grandson is very clever and brave.' (Hunters).

Then play the audio. You may want to play it more than once. Pupils put up their hands when they hear the sentences. Check their answers.

### Notes on using the photocopiable activities

**Activity 1** You may need to show pupils how to do this activity.

**Activity 2** Pupils play in pairs. One pupil draws the listed characters in the squares on his/her grid (one animal in one square). The other guesses a square by giving the number and letter. The first player says Yes or No to indicate whether there is a character in the square. The second player has five chances to find the characters, but if a square with the hunter is chosen, the guesser forfeits the remaining chances. The pupils then change roles.

**Activity 3** The pupils read the sentences and decide if they are true or false.

**Activity 4** The pupils follow the numbers to make a picture from the book. Encourage them to color it in and write about it.

## Peter and the Wolf

Name .....

### Activity 1

Put the words in the right order to make sentences.

- 1 eat hungry up the could wolf Peter
- 2 sun at laughing bird the Peter warm in the lay the
- 3 swimming pond around the duck still the was.
- 4 could pulled he Peter as as hard
- 5 the horses the riding forest hunters through were

### Activity 2

Hunt with the wolf.

Draw a bird, cat, duck and hunter in the boxes (put one of each character in any box you choose). Ask a friend to be the wolf and say where the characters are. They have five chances.

	1	2	3	4	5	6
a						
b						
c						
d						
e						
f						



### Activity 3

Read the sentences and write *True* or *False*. Correct the false sentences. The first one has been done for you.

- 1 The yellow bird flew away when she saw Peter.  
False. The yellow bird sang happily when she saw Peter.
- 2 Peter's grandfather sent him to play in the meadow.  
\_\_\_\_\_
- 3 The white duck flew to the pond.  
\_\_\_\_\_
- 4 he wolf wanted to eat the cat and the bird.  
\_\_\_\_\_
- 5 Peter was afraid of the wolf.  
\_\_\_\_\_
- 6 Peter wanted the hunters to shoot the wolf.  
\_\_\_\_\_

### Activity 4

Follow the numbers with a pencil to make a picture. Who is it? Write the name and a sentence about them.



## Peter and the Wolf

Chants help pupils become familiar with the sounds and rhythm of English. The language in each chant recycles language from the Reader.

### Suggested procedure

Pupils listen to the chant one or two times, clapping their hands or tapping their desks in time with the rhythm. Pupils then say the chant, verse by verse, with you, beating the rhythm as they speak, until they are familiar with the words and the rhythm.

You can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn.

#### Chant 1

Why must you walk to the pond?  
Why don't you fly like me?  
Ha! You don't know how to fly  
Fly like me, fly like me.

Why must you fly around the pond?  
Why don't you swim like me?  
Ha! You don't know how to swim  
Swim like me, swim like me.

#### Chant 2

Hungry eyes  
Hungry eyes  
The wolf's got hungry eyes.

The cat's so afraid  
That his whiskers shake  
The duck's so afraid  
That she runs away  
The wolf's got hungry eyes

Hungry eyes  
Hungry eyes  
The wolf's got hungry eyes.

#### Chant 3

You must never play  
In the meadow by yourself  
There's a wolf in the forest  
What would you do?

You must never play  
In the meadow by yourself  
There's a wolf in the forest  
He will eat you.

I'm not afraid  
Of the wolf in the forest  
I will catch him  
He won't eat me.

I'm not afraid  
Of the wolf.  
I will catch him  
And send him to the zoo.

## Answer Key

### In the Reader

#### Before you read

**1 b** Pupils could mention an old man, a boy, the house (made of wood and straw with windows, door and chimney, a fence, wall and gate; A forest, meadow or trees.

**c a** 1, 2 **b** 3 **c** 4

#### After you read

**2** g, d, a, h, f, c, e, b

### In the photocopiable activities

#### Activity 1

- 1** The hungry wolf could eat Peter up.
- 2** Peter lay in the warm sun laughing at the bird.
- 3** The duck was still swimming happily around the pond.
- 4** Peter pulled as hard as he could.
- 5** The hunters were riding horses through the forest.

#### Activity 3

- 1** Example.
- 2** False. Peter's grandfather said Peter must never play in the meadow by himself.
- 3** False. The duck walked to the pond.
- 4** True.
- 5** False. He found a rope and climbed the tree to catch the wolf.
- 6** False. Peter wanted the hunters to put the wolf in a cage and take him to the zoo.